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ABSTRACT

This book is a product of an ongoing project which is identifying teaching strategies and/or accommodations for college students with disabilities. The strategies have proven practical and successful by teaching practitioners who responded to a survey of members of the National Association for Developmental Education. The first chapter introduces the topic in "Explaining Learning Disabilities to Colleagues: Treatment and Accommodation" (Bruce Barrett). The second chapter is "Legal Issues Concerning All Faculty in Higher Education" (F. Scott Lissner). The third chapter, "Don't Overlook the Obvious" (Maxine Elmont), discusses integrating reasonable accommodations as a part of good teaching. The following eight chapters present 32 anecdotal subchapters by survey respondents which describe successful strategies. These subchapters are grouped into the following types of problems: (1) attention, concentration, or memory difficulties; (2) chronic health problems; (3) hearing impairments or deafness; (4) integrative processing difficulties; (5) mobility impairments or motor control difficulties; (6) social behavior disorders or difficulties with consistent performance; (7) speech and language difficulties; and (8) visual impairments or blindness. The final chapter, by Wanda Baer, is titled "Teaching Strategies and Accommodations for Students with Disabilities." Three appendices summarize key federal legislation, the accommodation decision making process, and a sample statement of rights and responsibilities. (Contains 32 references.) (DB)

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